Chapter – V

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An overview of the present research including the introduction, Need and Importance of the Study, Statement of the Problem (Title of the Study, Objectives of the Study, Hypotheses Formulated for the Study and Variables Considered for the Study), Operational Definitions of the Key Terms, Tools Used for Data Collection, Sampling Details, Design and Procedure, Statistical Techniques Used for Analysis of Data, Major Findings of the Study, Discussion, Educational Implications of the Study, Suggestions for the Further Research are presented in this chapter.

5.1 INTRODUCTION

In the present scenario Environmental degradation is a matter of immense concern before mankind. For the development of the human race, man has been ruthlessly consuming natural resources and polluting the Environment. Various Environmental problems pose a threat to Environmental sustainability, among which the increasing level of wastes and air pollution, formation of ozone hole, acid rain, global warming etc. are some of the issues of widespread concern. Many of these problems are rooted in human Behaviour and can't thus be managed by changing the relevant Behaviour so as to decrease its Environmental impacts. Environmental activists and people in general who aspire to foster a less polluted Environment and promote the sustainable use of natural resources, often assume that behavior changes is a function of Knowledge and Awareness. Therefore creating Environmental Awareness among the students is the need of the hour.

There needs to be complete Awareness of the total likely Environment and its problems. The Awareness must include being sensitive to possible and actual problems. Societies must develop the Awareness. Social groups and individuals must achieve a basic understanding of the Environment and discern which are major as well as minor problem areas to consider. A value system is required to indicate concern as well as participating in protecting and improving the Environment. Knowledge must consequence in the use of skills to identify and solve problem areas. Active participation of individuals and groups are needed in working toward solutions to Environmental problems. To protect the Environment, Environmental Education is inevitable-education for the Environment, education about the Environment and Education through the Environment. So Environmental Education should be given more significance and be taught at different levels and different stages. An significant

reason for linking Environment and Education is that Environmental Education can contribute significantly to transformation and development. Environmentally literate citizens are able to consider the Environmental sustainability of development, to actively work to reverse Environmental degradation, and to manage and use the countries natural resource base more wisely and democratically. They can use information, legislation, and community action to protect and get better human and Environmental health. Environmental Education also contributes to transformation through enhanced education. Environmental Education is a necessity to develop and maintain clean and sustainable air, land, and water habitats for life in its diverse forms. Pollution is common in society, and its effects are frequent. It behooves school to develop quality objectives. Learning opportunities and evaluation procedures in Environmental Education to encourage students to become good stewards of natural Environment. The Environment must be conserved to make quality living as well as for generations.

5.2 NEED AND IMPORTANCE OF THE STUDY

The threat of Environmental degradation the natural wealth and Environmental balance are almost lost. Environmental protection and Awareness is an urgent need. The most challenging task before us today is afforestation. Man has entered the age of Environmental Awareness throughout the world. This Awareness must be created at all levels and feel the Environmental protection is a accountability of all. Through social forestry, much emphasis is to be given for people's participation and thus making social forestry a way of social life.

In the context of Karnataka in India, the literacy rate is increasing over many years. It led to the establishment of many number of colleges all over Karnataka. Besides, the students studying in teacher training colleges should have social dimensions; the Environmental Awareness and practice are given more significance in these days especially among the teacher training college students. Social workers can sensitize the people about the significance of Environmental Knowledge and Action Behaviour for sustainable Environment. This can be done by creating Awareness of teacher trainees through different media and create different paths and encourage them for safe practices.

Environmental Education as part of their curriculum and it's mandatory for all the students irrespective of their curriculum. Therefore, it is significant to know the Knowledge of Environmental Awareness among the future generation and their present practice towards Environmental protection which leads to sustainable development. Therefore Awareness about Environment, Environmental Knowledge, Environmental Attitude, Environmental Action Behaviour and Environmental Ethics is essential, and to meet the needs. In order to know their insightful Awareness Knowledge Attitude, Action Behavior and Ethics of teacher trainees (B. Ed college) this study was taken up. Therefore the investigator feels that there is a necessitate for the present study and hence an attempt has been made in this line.

5.3 STATEMENT OF THE PROBLEM

5.3.1 Title of the study

"A STUDY ON DIMENSIONS OF ENVIRONMENTAL EDUCATION OF TEACHER TRAINEES IN MYSORE DISTRICT"

5.3.2 OBJECTIVES OF THE STUDY

The present investigation mainly aimed to study the level of Environmental Awareness, Environmental Knowledge, Environmental Attitude, Environmental Action Behaviour, and Environmental Ethics and also to find the differences in them and. find the significant correlation between Environmental Knowledge and Environmental Attitude as well as Environmental Action Behaviour, and Environmental Ethics of Teacher trainees of Mysore district

The specific objectives of the study are as follows:

1. To study the level of Environmental Awareness, Environmental Knowledge Environmental Attitude, Environmental Action Behavior, and Environmental Ethics of Teacher trainees.

2. To find out the difference in the Environmental Awareness among the following categories of Teacher trainees

Boys and Girls
Rural and Urban

Educational Qualification.

Science, Arts and Commerce

Government, Aided and Unaided

3. To find out the difference in the Environmental Knowledge among the following categories of Teacher trainees

Boys and Girls

Rural and Urban

Educational Qualification.

Science, Arts and Commerce

Government, Aided and Unaided

4. To find out the difference in the Environmental Attitude among the following categories of Teacher trainees

Boys and Girls

Rural and Urban

Educational Qualification.

Science, Arts and Commerce

Government, Aided and Unaided

5 To find out the difference in the Environmental Action Behaviour among the following categories of Teacher trainees

Boys and Girls

Rural and Urban

Educational Qualification.

Science, Arts and Commerce

Government, Aided and Unaided.

6. To find out the difference in the Environmental Ethics among the following categories of Teacher trainees

Boys and Girls

Rural and Urban

Educational Qualification.

Science, Arts and Commerce

Government, Aided and Unaided

7. To find out the relationship between Environmental Knowledge and Environmental Attitude of Teacher trainees

8. To find out the relationship between Environmental Action Behaviour and Environmental Ethics

5.3.3 HYPOTHESES OF THE STUDY

Hypotheses of the study from objective no 2 to 8

1. There is no significant difference in Environmental Awareness among the following categories of Teacher trainees
   Boys and Girls
   Rural and Urban
   Educational Qualification.
   Science, Arts and Commerce
   Government, Aided and Unaided
2. There is no significant difference in Environmental Knowledge among the following categories of Teacher trainees
   Boys and Girls
   Rural and Urban
   Educational Qualification.
   Science, Arts and Commerce
   Government, Aided and Unaided
3. There is no significant difference in Environmental Attitude among the following categories of Teacher trainees
   Boys and Girls
   Rural and Urban
   Educational Qualification.
   Science, Arts and Commerce
   Government, Aided and Unaided
4. There is no significant difference in Environmental Action Behavior among the following categories of Teacher trainees
   Boys and Girls

Rural and Urban
Educational Qualification.
Science, Arts and Commerce
Government, Aided and Unaided

5. There is no significant difference in Environmental Ethics among the following categories of Teacher trainees
   Boys and Girls
   Rural and Urban
   Educational Qualification.
   Science, Arts and Commerce
   Government, Aided and Unaided

6. There is no significant relationship between Environmental Knowledge and Environmental Attitude of Teacher trainees.

7. There is no significant relationship between Environmental Action Behaviour and Environmental Ethics of Teacher trainees.

5.3.4 VARIABLES CONSIDERED IN THE STUDY

Criterion Variables

Environmental Awareness
Environmental Knowledge
Environmental Attitude
Environmental Action Behaviour
Environmental Ethics

Background Variables

Gender

Locality

Subject of study

Educational Qualification

Types of Institution.

5.4 OPERATIONAL DEFINITION OF VARIABLES

Environmental Awareness Test:

Environmental Awareness in this study is defined as "the state in which on individual is Environmentally conscious regarding a number of Environmental or Ecological concepts and Environmental problems". And it is represented by the total scores obtained on Environmental Awareness Test (EAT) used in the study.

Environmental Knowledge Test:

According to Bloom's Taxonomy of Educational Objectives the knowledge represents the lowest level of learning outcomes in the cognitive domain. As such, knowledge is gained either by experience, learning and perception or through association and reasoning. Environmental knowledge in this study states that the individuals concerning about Environmental issues, concepts and their ability to understand and evaluate its impact on society. And it is represented by the total scores obtained on Environmental Knowledge Test (EKT) used in the study.

Environmental Attitude Scale:

Environmental Attitude in this study is defined as "the type of mental disposition or mental set of the Teacher trainees regarding a number of environmental as ecological concepts, environmental problems and environmental conservation". And it is represented by the total score obtained on Environmental Attitude Scale (EATS) used in the study.

Environmental Action Behaviour Test:

It is defined as mental and physical disposition of a Teacher trainees towards solving the existing environmental problems and avoiding future once through action. In other words it is the transformation of Environmental Awareness, understanding, value and Environmental Attitude into constructive actions towards solving environmental problems. It is represented by the total score obtained on Environmental Action Behaviour Test (EABT) used in the study.

Environmental Ethics Test: Environmental Ethics refers to the responsibility to understand the Environmental consequences of our consumption, and need to recognize our individual and social responsibility to conserve natural resources and protect the earth for future generation. It is represented by the total score obtained on Environmental Ethical Test (EET) used in the study.

Locality:

Locality in this study is presented as the Teacher trainees residing in rural or in urban

Subject of study:

It is represented by the subject studied (Science, Arts and Commerce) in the degree course as if forms an essential qualification for entry into B. Ed course. It is clear from the regulation of B. Ed course that those who have completed degree are eligible to get admission for B.Ed**.**

Educational Qualification:

It is represented by the educational levels such as any degree (UG) and any post-graduation (PG) studied by the Teacher trainees earlier to their admission to B.Ed.

Types of Institution:

The types of institution i.e. Government, Aided and Unaided institutions in which the Teacher trainees are studying in B.Ed.

5.5 DESIGN AND METHODOLOGY

This study is survey type and descriptive cum co relational in nature. Appropriate tools via Environmental Awareness, Environmental Knowledge Environmental Attitude, Environmental Action Behaviour, and Environmental Ethics. These tools used in the study were administered on the sample selected for the study as detailed vide 5.7 the data was collected analyzed appropriately.

5.6 SAMPLE OF THE STUDY

The B. Ed Teacher trainees studying in B. Ed institutions during the year 2017-18 in Mysore District formed the population of the study. Population itself is the sample of the study. Mysore, Nanjangud, Tirumakudal-Narsipur, Hunsur, Heggadadevankote, Krishnarajanagar, and Piriyapatna. Of the 14 B. Ed colleges in Mysore District, Vathsalya college of Education- Mysuru had no admission for 2nd years. Total 878 Teacher trainees of 2nd year B. Ed course with one government and 4 aided and 9 unaided institutions were considered in the study .

Table No 5.1 Distribution of sub variables

Sub variables	**Total no of 2nd year Teacher trainees**
Boys	312
Girls	566
Rural	375
Urban	503
Degree (UG)	649
Post-graduation(PG)	229
Science	311
Arts	496
Commerce	71
Government	83
Aided	260
Unaided	535

Those who were absent on the day of administering the tests were excluded from the total and thus the working sample considered 878 Teacher trainees.

5.7 VARIABLES USED IN THE STUDY

Table no 5.2 Variables Used in the Study

Sl No	Variables to be measured	Tools used	Remarks
1	Environmental Awareness Test	EART	Constructed by K.Yeshodhara.
2	Environmental Knowledge Test	EKT	Constructed by Investigator
3	Environmental Attitude Scale	EATS	Constructed by Dr.HaseenTaj.
4	Environmental Action Behaviour Test	EABT	Constructed by K.Yeshodhara.
5	Environmental Ethics Test	EET	Constructed by Dr.HaseenTaj.

5.8 PROCEDURE FOR DATA COLLECTION.

The investigator herself administered the above mentioned tools. Before administering the tools, a good rapport was established with the Teacher trainees. Adequate care was taken for the seating arrangement and proper supervision was done so that no copying took place during the testing sessions, Teacher trainees were directed to follow the instructions that were given on the tests before answering them.

The data on other background variables such as Locality, Subject Studied, Educational qualification. Was collected by the personal data sheet developed by the investigator.

A questionnaire was administered in order to get the information on Environmental Awareness, Environmental Knowledge, Environmental Attitude, Environmental Action Behaviour, and Environmental Ethics were administered to the Teacher trainees for this study as per direction given in the tests and scales. After the completion of test, they were collected back from the Teacher trainees. Then scoring was done with the help of scoring key. Later the raw scores obtained were tabulated and subjected to statistical analysis.

5.9 STATISTICAL TECHNIQUES USED FOR THE ANALYSIS OF DATA.

Both qualitative and quantitative analyses were considered for the study. Percentage analysis used for measure of levels of Environmental Awareness, Environmental Knowledge, Environmental Attitude, Environmental Action Behaviour, and Environmental Ethics

In descriptive statistics were used measure the mean, standard deviation and pie and bar graph.

t test used to find the significant difference between two means.

F test used to find out the significant difference among the three means

Pearson product of co efficient of correlation used to find out the correlation between two means of variables.

5.10 Major findings of the study

41.09% of Teacher trainees are having average level of Environmental Awareness. 27.39 % of the Teacher trainees are in above average level where as 31.52% of the Teacher trainees are in below average level with regard to Environmental Awareness.

45.00% of Teacher trainees are having average level of Environmental Knowledge. 22.90 % of the Teacher trainees are in above average level where as 32.10% of the Teacher trainees are in below average level with regard to Environmental Knowledge.

45.00% of Teacher trainees are having average level of Environmental Attitude. 22.90 % of the Teacher trainees are in above average level where as 32.10% of the Teacher trainees are in below average level with regard to Environmental Attitude.

52%Teacher trainees are having average level of Environmental Action Behaviour . 18% of the Teacher trainees are in above average level where as 30% of the Teacher trainees are in below average level with regard to Environmental Action Behaviour.

40.30% Teacher trainees are having average level of Environmental Ethics . 28.18% of the Teacher trainees are in above average level where as 31.52% of the Teacher trainees are in below average level with regard to Environmental Ethics.

The obtained t value for Gender is 0.407 and Locality is 0.598 and also Educational Qualification is 0.22 is not significant at 0.05 levels in Environmental Awareness. Hence the null hypothesis accepted. It is inferred that there is no significant difference in Environmental Awareness among the following categories of Teacher trainees (Boys and Girl, Rural and Urban, Educational Qualification).

F value 0.319 of subject of study and also F value 0.646 of Types of institution is not significant at 0.05 levels in Environmental Awareness. Hence the null hypothesis is accepted and it is concluded that there is no significant difference among the Science, Arts and Commerce and Government, Aided and Unaided Teacher trainees in Environmental Awareness.

The t value 1.515 of Locality is not significant at 0.05 levels Environmental Knowledge. Hence the null hypothesis is accepted and concluded that there is no significant difference between Rural and Urban Teacher trainees in Environmental Knowledge.

t value 3.611 of Gender and also t value 4.73 of Educational qualification is significant at 0.05 level in Environmental Knowledge. Hence the null hypothesis is rejected and concluded that there is significant difference between Boys and Girls of Teacher trainees in Environmental Knowledge. Mean of Boys 22.18 is greater that mean 20.7 of Girls Teacher trainees. It inferred that Boys Teacher trainees having more Environmental Knowledge than Girls Teacher trainees.

The mean value of UG and PG of Teacher trainees in Environmental Knowledge, it was found that the mean 23.16 of PG Teacher trainees is greater that mean 21.2 of UG Teacher trainees. It inferred that PG Teacher trainees having more Environmental Knowledge than UG Teacher trainees.

F value 0.056 of Subject of study is not significant at 0.05 level in Environmental Knowledge. Hence the null hypothesis is accepted and concluded that there is no significant difference among Science Arts and Commerce Teacher trainees in Environmental Knowledge.

F value 19.280 of Types of institution is significant at 0.05 levels in Environmental Knowledge. Hence the null hypothesis is rejected and it is concluded that there is

significant difference among Government, Aided and Unaided Teacher trainees Environmental Knowledge.

The mean of Aided Teacher trainees 24.13 is greater than mean 23.8 of Unaided of Teacher trainees and also mean 23.46 of Government Teacher trainees. It inferred that Aided Teacher trainees having more Environmental Knowledge than Unaided and Government Teacher trainees.

t value for Gender is 0.072 and Locality is 0.734 and also Educational Qualification is 0.443 is not significant at 0.05 level in Environmental Attitude. Hence the null hypothesis accepted. It is inferred that there is no significant difference in Environmental Attitude among the following categories of Teacher trainees (Boys and Girl, Rural and Urban, Educational Qualification).

F value 3.849 of Science, Arts and Commerce and also F value 11.011of Government, Aided and Unaided Teacher trainees is significant at 0.01 levels in Environmental Attitude. Hence the null hypothesis is rejected and concluded that there is significant difference among Science, Arts and Commerce Teacher trainees as well as Government, Aided and Unaided Teacher trainees in Environmental Attitude.

The mean of Science Teacher trainees 136.25 is greater than mean 134.7 of Arts Teacher trainees and also mean 134 .35 of Commerce Teacher trainees. It inferred that Science Teacher teachers having more Environmental Attitude than Arts and Commerce Teacher trainees.

The mean of Aided Teacher trainees 136.62 is greater than mean 134.04 of Unaided of Teacher trainees and also mean 133.77 of Government Teacher trainees. It inferred that Aided Teacher trainees having more Environmental Attitude than Unaided and Government Teacher trainees.

t value for Gender 0.52 and Locality is 1.57 and also Educational Qualification is 1.14 is not significant at 0.05 level in Environmental Action Behavior . Hence the null hypothesis accepted. It is inferred that there is no significant difference in Environmental Action Behavior among the following categories of Teacher trainees (Boys and Girl, Rural and Urban, Educational Qualification.

F value 0.649 of Types of Institution is not significant at 0.05 levels in Environmental Action Behaviour . Hence the null hypothesis is accepted and it is concluded that there is no significant difference among Government, Aided and Unaided Teacher trainees in Environmental Action Behaviour.

F value 8.914 of Subject of study is significant at 0.01 levels in Environmental Action Behaviour . Hence the null hypothesis is rejected and it is concluded that there is significant difference among Science Arts and Commerce Teacher trainees in Environmental Action Behaviour.

The mean of Science Teacher trainees 12.75 is greater than mean 12.34 of Arts Teacher trainees and also mean 12.26 of Commerce Teacher trainees. It inferred that Science Teacher trainees having more Environmental Action Behaviour than Arts and Commerce Teacher trainees.

t value 0.88 of Gender and also t value 0.15 of Locality is not significant at 0.05 level in Environmental Action Behavior. Hence the null hypothesis is accepted and concluded that there is no significant difference between Boys and Girls and Rural and Urban Teacher trainees in Environmental Ethics.

t value 2.64 of Educational Qualification is significant at 0.05 level in Environmental Ethics. Hence the null hypothesis is rejected and concluded that there is significant difference between UG and PG of Teacher trainees in Environmental Ethics.

The mean 70.01 of PG Teacher trainees is greater that mean 64.03 of UG Teacher trainees. It inferred that PG Teacher trainees having more Environmental Ethics than UG Teacher trainees.

F value 0.094 of subject of study and also F value 0.581 of Types of institution is not significant at 0.05 levels in Environmental Ethics. Hence the null hypothesis is accepted and it is concluded that there is no significant difference among the Science, Arts and Commerce and Government, Aided and Unaided Teacher trainees in Environmental Ethics.

Pearson product of co efficient of correlation was calculated to test the Hypothesis no 6 and r =0.175 and it were found to be significant at 0.05 levels. It is

referred that there is significant and positive relationship between Environmental Knowledge and Environmental Attitude of Teacher trainees.

Pearson product of co efficient of correlation was calculated to test the Hypothesis no 7 and r =0.009 and it were found to be significant at 0.05 level. It is referred that there is significant and positive relationship between Environmental Action Behaviour and Environmental Ethics of Teacher trainees.

5.11 Discussion of the findings.

The present study aim to study the level of Environmental Awareness, Environmental Knowledge, Environmental Attitude, Environmental Action Behaviour and Environmental Ethics of teacher trainees. The significant difference with background variables such as Gender, Locality, Educational Qualification , Subject of Study, and Types of Institution are also examined.

The result revealed that 41.09% of Teacher trainees are having average level of Environmental Awareness. This study is concur with the study of Aisyah Nadhrah Ibrahim and M.Zainora Asmawi(2012) reported that tertiary level students had moderate level of Environmental Awareness.

There was no significant difference between Boys and Girls, Rural and Urban , UG and PG and also Subject of study and Types of Institution regarding Environmental Awareness. The result indicated that Gender, Locale, Educational Qualification Subject of study and also Types of Institution were not effective background variable in Environmental Awareness and also showed that all Teacher trainees are having equal Awareness regarding Environment. The study par with the study of Pradhan (2001) reported that gender of secondary school teachers was not an issue in affecting Environmental Awareness. Both male and female teachers had equivalent Environmental Awareness. This finding is supporting the finding of The study par with the study of Theressamma (2004) studied that the Environmental Awareness of high school teachers is not influenced by their educational Qualification and subject of taught by them. The study supported with the study of Anu Radha (2005) and Lenka.S.K (2005) highlighted that there is no significant difference between rural and urban with boys and girls teacher trainees in their Environmental Awareness. Vipinder and Jaswinder (2005) reported that no significant difference

found between male and female elementary school teachers in Environmental Awareness. Shobeiri (2005) highlighted that gender had no influence on Environmental Awareness of secondary school teachers. This study is contrary with the study of Choudary (2010) reported that there were significant difference found between types of college and Aided college showed poor Awareness of Environmental Education.

There was significant difference between Gender (t value 3.611) mean 22.18 of Boys is greater than mean 20.7 of Girls. Gender plays important role regarding Environmental Knowledge. Boys have more Environmental Knowledge than Girls Teacher trainees. Naturally boys were more intent, vigilant and sensitive and also actively participate programmes of Environment in and around of their surroundings and learn many more things regarding Environment. Environmental activities enhance the Environmental Knowledge.

There was significant difference between Educational Qualification (t value 4.73) mean 23.16 of PG Teacher trainees is greater Environmental Knowledge than mean 21.2 of UG Teacher trainees. Educational Qualification is an effective variable in Environmental Knowledge. Higher the qualification increases higher the Knowledge on Environment. The result revealed that PG Teacher trainees had greater Environmental Knowledge than UG Teacher trainees.

There was significant difference between Types of Institution in Environmental Knowledge. (F value 19.280 sig at 0.05 levels.)The mean 24.13 of Aided is greater than mean of 23.8 of Unaided and 23.46 of Government institution of Teacher trainees. Perhaps the aided institutions follow all the rules and regulations of government about Environment sustenance. Celebrating Environmental day with quiz, debate competitions and participate in programmes of Environment with all the students of their institution. The study showed Aided Teacher trainees had greater Environmental Knowledge than Unaided and Government Teacher trainees.

There was no significant difference found in Gender, Locale and Educational Qualification in Environmental Attitude. This is par with the study of Shaila (2003) study reported that there were no significant difference between Male and Female, Science and Arts and also Rural and Urban secondary school teachers. The study is

support with the study of Shobeiri (2005) highlighted in their study that gender had no influence in Environmental Attitude of secondary school teachers. This study is contrary with the study of Choudary (2010) highlighted that Boys and Girls B.Ed students differed significantly in their Environmental Attitude.

There was significant difference between Subject of study in Environmental Attitude.(F value 3.849 sig at 0.01 level) The mean of Science Teacher trainees 136.25 is greater than mean 134.7 of Arts Teacher trainees and also mean 134 .35 of Commerce Teacher trainees. It inferred that Science Teacher teachers having more Environmental Attitude than Arts and Commerce Teacher trainees. Science teacher are more attached with nature and emotionally involved with Environment and result showed that the Science Teacher trainees had greater Environmental Attitude than Arts and Commerce Teacher trainees.

There was significant difference between Types of institution in Environmental Attitude.(F value 11.011 sig at 0.01 level) The mean of Aided Teacher trainees 136.62 is greater than mean 134.04 of Unaided of Teacher trainees and also mean 133.77 of Government Teacher trainees. Best institution management encourage for favorable attitude towards Environmental Attitude. Study inferred that Aided Teacher trainees having more Environmental Attitude than Unaided and Government Teacher trainees. This study is contrary with the study of Shaila (2003) reported that there were no significant difference between secondary school teachers in types of school managements in Environmental Attitude.

There is no significant difference in Environmental Action Behavior among the following categories of Teacher trainees (Boys and Girl, Rural and Urban, Educational Qualification. The study is contrary with the study of Vipinder Nagra and Rajneesh Kaur (2014) that there were significant difference found in gender of secondary school teachers in Ecological Behaviour.

There was significant difference between Subjects of study in Environmental Action Behaviour (F value 8.914 sig at 0.01 levels.) The mean of Science Teacher trainees 12.75 is greater than mean 12.34 of Arts Teacher trainees and also mean 12.26 of Commerce Teacher trainees. Science Teacher trainees more practical oriented and responsible behavior towards nature and also more proactive behavour. Study inferred that Science Teacher trainees having more Environmental Action

Behaviour than Arts and Commerce Teacher trainees. This is study is par with the study of Vipinder Nagra and Rajneesh Kaur(2014) high lighted that there were significant difference found in subject stream in Ecological Behaviour of secondary school teachers.

There was no significant difference between Gender, Locale, Educational Qualification and Types of Institutions of Teacher trainees in Environmental Ethics. The study contrary with the study of Kotwani (2011) reported that Female pupil teachers had more Environmental Ethics than Male pupil teachers. And also Aided institution pupil teachers had more Environmental Ethics than unaided pupil teachers. But the study par with the locale of pupil teachers that there were no significant difference found between rural and urban pupil teachers in Environmental Ethic. The study also contrary with the study of Keles and Ozer (2016) reported that there were significant difference found between Male and Female Teacher trainees in Environmental Ethics.

There was significant difference between Educational Qualification in Environmental Ethics (t value 2.64 sig at 0.05 level) The mean 70.01 of PG Teacher trainees is greater that mean 64.03 of UG Teacher trainees. The research study inferred that PG Teacher trainees having more Environmental Ethics than UG Teacher trainees.

Pearson product of co efficient of correlation was calculated to test the Hypothesis no 6 and r =0.175 and it were found to be significant at 0.05 levels. The study inferred that there is significant and positive relationship between Environmental Knowledge and Environmental Attitude of Teacher trainees. Perchance of more Environmental knowledge, possibly favorable attitude towards Environment. The research finding showed that positive relationship between Environmental Knowledge and Environmental Attitude of Teacher trainees. The study par with study of Arcury (1990) reported that study found positively related between Environmental Knowledge and Environmental Attitude. This study is par with the study of Sundara Murthy and Sampath (2004) that there is a positive and significant relationship between Environmental Knowledge and Attitude of pre service teacher trainees.

Pearson product of co efficient of correlation was calculated to test the Hypothesis no 7 and r =0.009 and it were found to be significant at 0.05 levels. It is referred that there is significant and positive relationship between Environmental Action Behaviour and Environmental Ethics of Teacher trainees. More Environmental orientation leads to responsible behavior and definitely doing righteous duty towards Environment. The research revealed that positive relationship between Environmental Action Behaviour and Environmental Ethics.

5.12 IMPLICATIONS OF THE STUDY

Environmental Education should be made an integral component of educational process and included in every level of course irrespective of the discipline with enrich curriculum is the best tool for the control of Environmental Pollution And also organize EE lesson and activities frame in such a way that the students get hands –on experience.

Environmental public training should be encouraged to all members of the institution. Government should provide proper class room Environmental related books for rural schools.

Celebrate Earth Day on April 22 and Environmental day on 5th June compulsorily.

By arranging the field trip the students get first hand experiences and also important in acquiring Environmental Awareness of Environmental problems.

Creating Environmental Awareness to students through field trip with first hand experiences and innovative fellow up work to be effective in acquiring Environmental Awareness.

More Awareness about Environment possible by conducting different programmes on Environmental concerns through listening radio, watching science shows, nature documentaries and short films about importance of sustainable Environment.

By giving training and more activities for B.Ed. level in order to make prospective teachers knowledge towards environment which will further enhance their

environment knowledge and sensitivity. They are becoming teachers should know the dimensions of Environmental Education.

Conduct Seminars, workshops, debates, booster programs, interactive programmes to enhance dimensions of Environmental Education of the teacher training students.

Environmental Education increases Awareness and Knowledge about Earth's Environment by organize quiz, essay competition, science fairs to students and teachers skills that lead to action and will ensure stewardship of all aspects of Earth's Environment. Environmental Awareness activities such as tree plantation, buy ecofriendly products should be encouraged by the teachers. This leads to favorable attitude towards Environment.

Environmental Knowledge increased by active participation in Environmental programmes and get more knowledge through reading the news papers and magazines in libraries and participate more public debates about Environmental aspects. Teachers should be assign the work on development of ecofriendly attitude, values and skills of environmental problem solving to the students so that they get more practical experiences on Environment.

By conducting campaign about Environmental programmes will definitely improve the Environmental Attitude.

By teaching different skills to students in their institutions about go green activities and wastage management, minimum usage of natural resources , recycling , reuse etc. to maintain the natural resources and skills for healthy Environment in and around institutions enhance the Environmental Action Behaviour for sustainable development.

The Value oriented education in the light of environmental pollution and environment awareness should be provided by teachers in formal education can increase the pro environmental behavior leads to Environmental Ethics.

Teachers, play a key role in laying foundation of the society. They are creating interests in sustainable development and teaching the values in the classroom among the students for sustainable development by conducting community cleaning programmes with all students will develop the Environmental Ethics in the early ages. Educational programs that promote a sustainable Ethical code among the students.

Participation in the Environmental activities among the students will increase the level of Environmental Ethics.

Well trained teachers role are very important to build encouragement in their students by doing activities for eg.

Activity 1Entertaining to enable learner by making cards on

1**.** Recyclable/reusable, 2**.**Non-recyclabe**,** 3 Compostable, 4 Energy recovery

Activity 2 Identify the non recyclable cards

1. Biological/clinical, 2 Non-hazardous, 3 Hazardous, 4 Inert/inactive

Activity 3 Encourage daily domestic services on

1. Boil only water you need, 2 Buy only what you need, 3 Buy things with less packaging, 4 Cook food for only those eating, 5 Switch off lights, monitors, appliances, 6 Print on both sides of paper, 7 Flush toilet only when needed,8 Use more of Solar power, 9 Insulation in homes, 10 Service vehicles and equip regularly, 11 Use public transport, 12 Always prefer Walk for shorter distance coverage.

Activity 4 Showing the Practical ways to reuse of home appliances

1. New ways of using materials, 2 Reuse of wrapping, boxes, cloth bags and bags for life, 3 Repair rather than dispose, 4 Composting at home garden (paper, wood, food), 5 Sell unwanted items, 6 Re-use coffee cups, 7 Print on both sides, 8 Rechargeable batteries, 9 Grey water harvesting , 10 Rain water harvesting.

Activity 5 Practical class for Recyclable Resources

1 Plastics, 2 Tins, Aluminium, steel, 3 Paper, 4 Glass, 5 Cardboard, 6 Tetrapak, 7 Clothing, 8 Electronic equipment, 9 Mobile phones, 10 Spectacles.

Essential requirement in the commitments of works individually and collectively towards the solution of current Environmental problems and the necessarily the prevention is very needed in the society.

5.13 SUGGESTIONS FOR FURTHER STUDY

Following studies are suggested to throw light on different issues and challenges regarding Environmental Education.

- According to the findings of this research, it is thought that similar studies could be done with reference to different samples and variables.
- The similar study could be extended to secondary school teachers, undergraduate teachers and Post graduate teachers of Mysore district.
- A study extended to M. Ed Teacher trainees of different university in Karnataka state.
- A study on Dimensions of Environmental Literacy secondary school students and pre university students may be great importance.
- The study extended to Parents with respect to their Education and their Profession.
- An evaluation study could be taken up to know the impact of Environmental Education on Pollution control, conservation of natural resources of Pollution control board department officials.